

**SUMMARY MINUTES ARE DRAFT UNTIL APPROVED AT September 3,  
2020 MEETING**



**KENTUCKY DEPARTMENT OF EDUCATION  
LOCAL SCHOOL BOARD MEMBERS ADVISORY COUNCIL  
SUMMARY**

**MAY 6, 2020**

**ATTENDANCE:** Kevin C. Brown, Interim Commissioner of Education. Kelly Foster, Office of Continuous Improvement and Support. Amanda Ellis, Office of Teaching and Learning. Robin Kinney, Office of Finance and Operations. Greta Hylton, Office of Special Education and Early Learning. Kay Kennedy, Office of Finance and Operations, Division of District Support. Damien Sweeney, Program Coordinator for Comprehensive School Counseling, Office of Teaching and Learning. Miriam Silman, Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities.

**SUMMARY:**

**Agenda Item: Welcome**

**Presenter:** David Cook, Director of Innovation, Office of Continuous Improvement and Support

**Summary of Discussion:**

Roll call

Approval of Minutes from March 6, 2020

Review Agenda

**Agenda Item: Welcome from Commissioner Brown**

**Summary of Discussion:**

Requesting feedback from participants for summer learning

CARES funding for districts

Compliments for Kentucky's participation in NTI

David Cook "unsung hero" in his leadership

**Agenda Item: Summer Learning:****Presenters:**

Kelly Foster, Associate Commissioner, Office of Continuous Improvement and Support.

Amanda Ellis, Associate Commissioner, Office of Teaching and Learning.

**Summary of Discussion:**

Providing summer supports for families

Supporting engagement during summer break

Posting online resources to get information from libraries

Mental health resources for districts and families for support

**Feedback:**

Diane Berry: Fearing students will be behind in their academics for the upcoming school year as non-traditional instruction (NOT) doesn't "take the place of in class" education.

Kelly Foster: Re-entry plan is being designed and guidance will be given to districts. Assessments will need to be given so remediation can be effectively designed.

Amanda Ellis: Currently running a webcast (series) on walking teachers through their curriculum and identifying what was focused on during NTW. Looking forward to what needs to come next in each grade level. Contacting universities to ensure that upcoming students will have their needs met as they enter college.

Larry Dodson: Concerned about the government not being clear on openings so it is difficult to navigate forward. Timelines are lagging.

Amanda Ellis: We are working toward having information available at an increased pace.

Carl Wichlund: Academic testing for employees or students to bring them back quicker than expected. Worried about students falling further behind.

David Cook/Kevin C. Brown: this is a question for the Department for Public Health and will need to be investigated further.

**Follow-up Required:**

Asking for feedback for additional resources needed:

What are the challenges in your school district?

What are the barriers your district facing?

**Agenda Item: Returning to School****Presenters:**

Amanda Ellis, Associate Commissioner, Office of Teaching and Learning

Kelly Foster, Associate Commissioner, Office of Continuous Improvement and Support

Gretta Hylton, Associate Commissioner, Office of Special Education and Early Learning.

**Summary of Discussion:**

Team working on re-entry.

Preparing how to organize/plan for re-entry: academics, needs of students, mental health of students.

Food service, instruction, technology, food series and mental health documentation is being created for districts distribution.

Kevin C. Brown: reiterated different calendar options for starting school in the fall.

We are thinking about social distancing protocols that we may need.

**Agenda: Public Health Issues**

**Presenter:**

Kay Kennedy, Office of Finance and Operations

**Summary of Discussion:**

Safety of staff and students is most important.

Laws and regulations concerning vaccinations and dental schedules. If offices cannot accommodate, what will need to happen?

Graduation of 2019 seniors and starting school for 2020-2021.

A “one-size-fits-all” scenario will not be feasible for all districts in Kentucky.

Identify the risks involved if we cannot get personal protective equipment for workers who need it.

Relationship with Department for Public Health is crucial.

**Feedback:**

Diane Berry: We don’t know what is going to happen so it is difficult to come up with questions. The situation is unusual.

Kay Kennedy: Anything that comes to mind can be discussed. If anything comes up in the future, please contact us.

Carl Wicklund: Protocols for safety

Kay Kennedy: Tracking contact. Should temperatures be taken? Unsure of final protocol currently.

Ambrose Wilson: Is there a date where there will be final answers?

Kay Kennedy: Currently all operational and academic areas are being addressed in order to develop a plan to present to the governor.

Kevin C. Brown: Unknowns are creating a lot of options for districts to consider.

Sherry: Kindergarteners, who are new to school, may be low academically. What is the protocol?

Kevin C Brown: All students in all grade levels will enter with some sort of decline (emotionally and academically). A different type of school year is definite.

Kelly Foster: Guidance will include academics and social/emotional issues. Dr Sweeney will address later in this meeting as well.

David Webster: Vaccinations for students. Would COVI-19 vaccination (if designed) be included?

Kay Kennedy: The timeframe most likely will not allow that at this time and would have to go through the correct process (cleared by Food and Drug Administration).

**Agenda Item:** Returning to School: Special Populations:

**Presenter:**

Gretta Hylton, Associate Commissioner, Office of Special Education and Early Learning

**Summary of Discussion:**

Are students provided with equity ad access?

How can we look at the past to prepare for the future?

Guidance for documenting compensatory education vs. extended school year.

Documenting properly.

Maintenance of effort (spend the same amount of funds this year as compared to previous years).

When funds should be spent and how to best utilize.

Contact staff of Office of Special Education and Early Learning for guidance regarding spending.

Contingency planning for students with disabilities. Guide admissions and release committees for upcoming years in case of further extended closures.

Weekly webinars with/ cooperatives and early childhood training centers.

Bill Buchanan: Preschool populations:

Early childhood is the focus and they are having similar conversations about academic entry levels.

Anticipate increase in eligible preschoolers for the upcoming year.

Screening and enrollment will need to be modified to ensure students receive everything they need for success.

Teachers will need to reconsider room arrangements, instruction and screening.

Enrollment for all eligible students will require partnerships with other agencies.

CARES Act funding may be used to support preschool services, including distance learning.

Webinars have been offered to coordinators and teachers.

Social and emotional learning has been a focus.

**Feedback:**

Ambrose Wilson: Is anyone sending out information on lessons learned regarding special education and preschool?

Sylvia: Webinars have been sent out in real time to address issues and deliver information as quick as possible.

**Agenda Item: CARES Funding for COVID-19**

**Presenter:**

Robin Kinney, Associate Commissioner, Office of Finance and Operations

**Summary of Discussion:**

CARES Act effective on 3/27/2020

- \$2.2 trillion to assist in many situations.
- \$30.75 billion dedicated to emergency state funding
- Kentucky receiving \$1.73 billion in funds.

\$44 million for the Governor's Emergency Education Relief (GEER) Fund.

- Requires district superintendent assurances with board notification.
- Emergency support for local school districts the governor determines are most significantly impacted by the coronavirus or to support any other higher education institution, school district or education-related entity within the state that is deemed essential (all districts)
- \$30 million in GEER funds for elementary and secondary education.
- Can be used to support remote learning, technology and/or food service.

ESSER Fun (Elementary and Secondary relief fund)

- \$193 million
- Broad usage of this money.
  - Cleaning supplies, purchase of educational technology, mental health supports, summer learning and any activities already authorized under ESSA, IDEA, Perkins, McKinney-Vento and adult and family education.

**Feedback:**

Diane Beery: Asked for a list of what the money can be used for.

Ambrose Wilson: Helpful to have a board chair or board member involved in calls/webinars for funding. Help increase knowledge of spending and eligibility. We tend to forget about the parents/families who are now having to participate in remote learning.

Robin Kinney: It is going to be the way we operate, and it is important to be up to date on technology. Opportunities will be available for learning.

**Agenda Item:** Behavioral Health for Staff and Students during COVID-19 Considerations for Distance Learning and Re-Entry

**Presenters:**

Damien Sweeney, Program Coordinator for Comprehensive School Counseling

Miriam Silman, Kentucky Department for Behavioral Health

**Summary of Discussion:**

Mental health and well-being influence the ability to learn.

Social and emotional health wellness for staff and students.

Stress from COVID-19:

- Anxiety
- Decreased connections and support systems
- Lack of cognitive stimulation
- Limited access to coping strategies
- Stress of family members
- Limited resources, financial stress
- Loss and grief (pandemic or family-related)
- Uncertainty for upcoming months

Signs of stress can include:

- Clingy
- Agitated, over-reacting
- Irritable, impatient, aggressive
- Withdrawn
- Lethargic
- Sad/hopeless
- Poor concentration, low comprehension, poor memory
- Physical complaints
- Sleep disturbances
- Attention seeking behavior

Signs of stress in staff:

- Anxious
- Depressed/sad
- Withdrawn
- Irritable, impatient
- Frustrated/angry
- Physical complaints
- Sleep disturbances
- Overwhelmed
- Difficulty problem solving
- Loss of motivation or creativity

Increased stress response can occur with those who have had a recent loss, previous trauma, pre-existing conditions, limited support systems, feeling of isolation, poor coping skills and lack of support.

Schools can:

- Teach awareness
- Be aware
- Build resilience
- Develop a crisis plan
- Look for symptoms/signs
- Link to the proper mental health professional when appropriate

Building resilience by:

- Connecting
- Self-regulation
- Empowerment
- Competence
- Safety
- Nutrition and exercise

Compassion for student and staff is critical.

Many students are not going to return to school ready to learn (academic content only) they will need social and emotional supports to rebuild.

**Feedback:**

Diane Berry: Differences between elementary/preschool students vs. high school students and their behaviors. How can this be differentiated?

Miriam Silman: It is important to establish connections prior to starting school (outreach). Ensure that school is a “safe place.”

Younger students may need additional help/supports.

It is important to establish a plan and routine for regulatory, which promotes stability.

Damien Sweeny: Make phone calls to check in with families to create strong relationships.

Document will be created for parents to help with their child return to school.

**Statements from Kevin C. Brown:**

Nest meeting is September 3, 2020 but may be held earlier than expected.

Commissioner search continues and hot to have someone named by July 1

Recoding and documents will be sent out to all when ready.

**Next Meeting: September 3, 2020**

